



Module Specification

Therapeutic Songwriting

Version: 2023-24, v2.0, 05 Jun 2023

Contents

| | |
|--|----------|
| Module Specification | 1 |
| Part 1: Information | 2 |
| Part 2: Description | 2 |
| Part 3: Teaching and learning methods | 4 |
| Part 4: Assessment..... | 5 |
| Part 5: Contributes towards | 7 |

Part 1: Information

Module title: Therapeutic Songwriting

Module code: USPKJC-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Module Entry Requirements:

Must have evidence of employment or volunteering opportunity where songwriting can be applied.

Educational aims: See Learning Outcomes.

Outline syllabus: Historical and cultural background:

Historical background to therapeutic songwriting

The songwriting process

Philosophy

Psychological context

Working in a culture-sensitive way

Introduction to main approaches to songwriting

Musical Techniques:

Basic guitar technique

Use of keyboard

Use of acrostic techniques

Removing protective hurdles and blocks

Harmonic structures

Improvisation

Therapeutic skills:

Active listening

Creative listening

Staying in the music

Suspending value judgements

Client-led approaches to lyric creation

Group songwriting

Recording:

Technology of recording

Ethics of recording

Use of recorded materials

Part 3: Teaching and learning methods

Teaching and learning methods: The teaching sessions will involve a variety of teaching and learning formats including workshops, lectures, individual and small group activities, and discussions (the teaching and learning methods will be adapted to the cohort size).

Scheduled learning – the workshops will include workshops, small group activities, and group discussions/seminars.

Independent learning includes hours engaged with practice of techniques, essential reading, further reading and self-directed study, reflective writing, preparation for lectures and in-class activities, and assignment preparation and completion.

This module generates 45 hours of scheduled study time in therapeutic songwriting lectures and workshops.

Students will also be expected to spend:

At least 12 hours applying the songwriting in practice

Approximately 60 hours engaged in independent academic study and practice of the songwriting techniques.

25-30 hours completing the coursework assignment.

Hours to be allocated: 150.

Preparation for and completion of the assignments will take up approximately 25 learning hours and 60 hours remain for independent study connected with this module.

Placement learning: Learning in practice will comprise a minimum of 12 hours.

Scheduled learning: will account for around 45 hours on this module and will involve lectures, seminars, demonstrations, workshops and small group work.

Independent learning: (approx. 88 hours) includes hours engaged with essential reading, reflective writing, presentation preparation and portfolio completion.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate a critical awareness of the history and philosophies of therapeutic songwriting and an understanding of how these are embedded into established psychotherapeutic frameworks

MO2 Demonstrate competence in active and creative listening skills in relation to music

MO3 Show an understanding and competence in the application of melody and harmony in therapeutic songwriting

MO4 Critically reflect on student's own development of therapeutic songwriting

MO5 Demonstrate competency in a range of musical skills including use of guitar and piano in songwriting

MO6 Demonstrate an understanding of group songwriting approaches

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 93 hours

Placement = 12 hours

Face-to-face learning = 45 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspjic-15-m.html) via the following link <https://uwe.rl.talis.com/modules/uspjic-15-m.html>

Part 4: Assessment

Assessment strategy: Summative assessment of all learning outcomes aims to capture in the main competencies and aspects of critical understanding which are required for M-level. The assignments will involve reflective practice as well as appraisal and discussion with examiners and peers in order to demonstrate the integration of theory and practice and to allow the student creative ways of integrating complex thinking and practice.

The portfolio will include:

A recording of songs written on practice

Appraisal from practice managers, course tutors and self-appraisal

A written reflective piece on the student's developing competency in the area of songwriting practice

A presentation of the songwriting practice as a case study

The word count of the portfolio will be 3,000 excluding the CD and appraisals

Task A has a formative aspect of assessment as students will be able to gain ongoing feedback from Practice Teachers/Mentors during their practice placement and they will be able to obtain formative feedback on other aspects of their portfolio from Academic staff.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio of evidence

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Portfolio (Resit)

Description: Portfolio of evidence

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study: